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CD 560 The Ministry of Teaching

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CD 560: The Ministry of Teaching

3 hours – 1:00-3:45 pm – Tuesday

AD 103

Course Syllabus – Spring 2003

FIRST DRAFT - SUBJECT TO SOME MODIFICATION

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COURSE DESCRIPTION

Analytical study of the teaching act and of teaching-learning events, including examination of the teaching acts in the ministry of Jesus. Also includes current insights furnished by the social sciences and exploration of some implications for developing one's own approach, strategy, and style as a teacher.

COURSE OBJECTIVES

By the end of this course, you should be able to:

1. Understand the courage and vulnerability required for effective teaching.
2. Understand the significance of the teacher's selfhood in the educational process.
3. Identify and implement comparative theoretical models for teaching.
4. Understand the biblical, theological, philosophical, and psychological-educational principles and theories foundational to the ministry of teaching.
5. Recognize and aspire to emulate the purpose, practices, and passion of Jesus as teacher.
6. Critically reflect on and evaluate the relationship between specific theories of teaching and the dynamics of transformation.

REQUIRED TEXTS

Thomas Groome, *Christian Religious Education*. San Francisco: Harper & Row Publishers, 1980, ISBN 0-06-063491-X

Donald M. Joy, *Meaningful Learning in the Church*. Indianapolis: Light and Life Press, 1969, revised 1989. ISBN 0-89367-019-7

Marlene D. LeFever, *Learning Styles: Reaching Everyone God Gave You to Teach*. Colorado Springs: Cook Communications Ministries, 1995. ISBN: 0-7814-5117-5

Parker Palmer, *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*. San Francisco: Jossey-Bass Publishers, 1998. ISBN: 0-7879-1058-9

Anne Streaty Wimberly, *Soul Stories: African American Christian Education*. Nashville: Abingdon Press, 1994. ISBN: 0-687-00932-4

*Additional articles may be assigned from time to time throughout the course.

RECOMMENDED TEXTS

Charles R. Foster, *Teaching in the Community of Faith*. Nashville: Abingdon Press, 1982. ISBN: 0-687-41086-X

Mary Elizabeth Mullino Moore, *Teaching From the Heart: Theology and Educational Method*. Minneapolis: Fortress Press, 1991. ISBN: 0-8006-2497-1

Robert W. Pazmino, *Basics of Teaching for Christians*. Grand Rapids: Baker Books, 1998. ISBN: 0-8010-2173-1

James Smart, *The Ministry of Teaching*. [PUT ON RESERVE IN LIBRARY]

PHILOSOPHY OF EDUCATION

In order for something to be called education, it must be truly educative. Transmitting bodies of information and rules or values collected in the past does not equal education. Education involves movement beyond limitations, and frees people to live life more fully as God intended. Education involves people in co-explorer relationships, problem solving, and personal ownership in the learning experience.

The learning experience in this class will be based on this philosophy of education that calls for participatory, interactive, reflective, bilateral, and dialogical learning activities. For example, you will be asked to reflect on and openly discuss, your personal experiences and understandings related to various topics. You may also be required to participate in reflective learning games or simulation projects in order to promote co-explorer relationships, problem solving, and personal ownership. Your presence and enthusiastic participation in all class activities will determine the value of your learning experience.

COURSE REQUIREMENTS

1. **Active participation** in the class:

Faithful attendance – your presence in every class is expected and required. This is especially important during the weeks of peer teaching. It should be regarded as a matter of personal integrity to attend and enthusiastically participate in your colleagues' teaching modules. Attendance will be taken.

Reflecting on assigned texts – you must demonstrate thoughtful engagement with the assigned readings in preparation for class discussions.

Contributing to class – your willingness to actively participate in class discussions and activities is a crucial part of the course learning experience

Completing special assignments – at times you will be asked to reflect on specific questions or briefly interview others in preparation for the next class session. These mini assignments are a required aspect of class participation.

2. **Writing Assignments** demonstrating in-depth personal and critical/integrative reflection on assigned readings and course concepts:

#1 – A five page paper (**Due: February 18**) in which you will reflect on your own experiences in relationship to ideas, insights, and issues discussed in *The Courage to Teach*. You will answer the following questions based on your life experience, and then reflect on these experiences through the lens of Parker Palmer:

- Do you want to teach? Why?
- What experiences in your life contribute to or shape your current interest in teaching?
- What do you see in yourself that leads you to believe you were born/called to teach?
- What in your past or current teaching experience compels you toward teaching?
- What limitations, fears, or challenges have you encountered in your teaching/learning experiences?
- Can you identify any of the factors that contribute to/shape the fears/limitations/challenges?
- What role has the church community had in your teaching/learning experiences?
- What questions emerge from these teaching experiences?

#2 – A four to five page paper (Due: March 11) in which you reflect on teaching in relationship to the learning styles discussed in the LeFever *Learning Styles* text. This reflection will be based on your observations/participation in a Sunday School class, small group or other formal educational context. You must thoroughly read the LeFever text **before** your teaching observation, and your written reflection must include the following:

- A description of the context (church, age of group, focus of class, publisher of printed curriculum, etc.)

- A detailed description of the teaching/learning experience (topic, content, teaching methods, teacher/student interactions, hidden curriculum, etc.)
- Identification of your own learning styles and a description of the personal impact of the teaching methods employed
- An analysis of the teaching methods employed based on the various learning styles described by LeFever (Imaginative, Analytic, Common Sense, & Dynamic, as well as Visual, Auditory, & Tactile/Kinesthetic.)
- Concluding ideas on what could be done differently in order to reach everyone in the class.

#3 – An eight to ten page paper (DUE: April 15) in which you complete one of the following writing assignments:

Choice A - Experiment with the Shared Praxis approach of Thomas Groome or the Story-Linking approach of Anne Streaty Wimberly. The following must be included in the paper:

- A description of the teaching context (small group, Sunday School class, Bible study etc.) For the purpose of this study, I recommend you that you teach High School youth or older.
- An explanation of the teaching purpose and topic
- A thorough description of the approach (Shared Praxis or Story-Linking) employed.
- An outline of your teaching plan (each activity or step included in your teaching experiment).
- A description of your experience as the teacher (response of participants, surprises, challenges, fears, insights).
- A response to the question “would you use this approach again?” Why?

Choice B – Write a comparative analysis of Groome’s Shared Praxis approach or Wimberly’s Story-Linking approach with another theoretical teaching model/approach of your choice. The theoretical approach of your choice must be documented in published literature. The comparative analysis must include the following:

- An accurate description of the approaches being compared.
- A thoughtful analysis of the similarities and differences between the approaches
- A personal vision statement in response to this study i.e. why, how, and in what context you would employ the approaches analyzed.

3. **Student teaching modules** in which you will create and present to the class a formal lesson based on a published theoretical model of teaching. Each student will have twenty to twenty-five minutes in which they will teach the class on some topic or skill related to Christian discipleship/ministry. The teaching may be directed toward any age group and must reflect the insights from *Learning Styles*, the required LeFever text. The student teaching modules will be scheduled toward the end of the semester and part of your grade will be determined by peer evaluations. The student teaching module must include the following:
- A two to four page written outline of your teaching plan (the context, theoretical model to be employed, purpose, goals, and related activities). The outline must also include a bibliography of sources consulted in the development of your teaching plan.

GRADING PROCEDURES

Grades will be defined as specified in the ATS catalog:

A = Exceptional work: surpassing, markedly outstanding achievement of course objectives

B = Good work: strong, significant achievement of course objectives

C = Acceptable work: basic, essential achievement of course objectives

D = Marginal work: minimal or inadequate achievement of course objectives

F = Unacceptable work: failure to achieve course objectives

Grades will be assigned on a point basis:

“A” 97-100

“A-” 93-97

“B+” 88-92

“B” 84-87

“B-” 80-83

“C+” 77-79

“C” 72-75

“C-” 69-71

“D” 65-68

“F” 64 and below

Points toward grades:

Active Participation = 15 points (5 extra points for perfect attendance)

Attendance and enthusiastic participation = 10 points

Completion of special mini assignments = 5 points

Writing Assignments = 50 points

Paper #1 = 15 points
Paper #2 = 15 points
Paper #3 = 20 points

For each of the three papers assigned, up to three points will be given for organization and following form and style (MLA) guidelines. The remainder of the points will be determined by how well you complete the bulleted requirements and instructions listed for each paper.

Teaching Module = 35 points to be determined as follows:
Outline of teaching plan = 10 points
Organization and implementation of theoretical model = 10 points
Creative application to various learning styles = 5
Peer evaluations = 10

CLASS SCHEDULE

- Feb.11 *Introduction to the Ministry of Teaching: informing or transforming, what's it all about?* [The teaching focus and components to be employed in this course.]
Transformational Teachers: a critical examination and dialog between your present and past experiences. [Bulleted Questions for paper #1]
- Feb. 18 *The Power of Vulnerability and Community in the Teaching – Learning Process*
Read: The Courage to Teach, entire book.
DUE: Writing Assignment Paper #1

Mini Assignment, due Feb. 25: Write a letter to a teacher who had a significant impact on your life. Describe the impact in-depth/detail (as much as possible). Express your gratitude. Mail the letter (if possible). Bring a copy of the letter to class.
- Feb. 25 *Transformational Dynamics in the Teaching – Learning Process.*
Read: Meaningful Learning in the Church, entire book.
Read: Creative Ministry, pp. _____, on reserve in library.
- Mar. 4 *Developmental Theory and Learning Styles*
Read: Learning Styles, entire book
- Mar. 11 *Jesus, the Teacher: mimic his methods or practice his purpose and passion.*
Read one of the four gospels: Matthew, Mark, Luke, or John.
Mini Assignment - As you read, reflect on the following:

1. What was the purpose/goal of Jesus teachings?
2. What was the relationship between his teachings and his life?
3. How did Jesus teach? (approach/methods etc.)

DUE: Writing Assignment #2

Mar. 18	<i>Teaching for Transformation: an introduction to shared praxis</i> Read: <u>Christian Religious Education</u> , first half of book..	
Mar. 25	<i>Teaching for Transformation: the power of shared praxis</i> Read: <u>Christian Religious Education</u> , entire book.	
April 1	<i>Models of Teaching and Curriculum Design</i> [refer to ME Moore,] Read: <u>Soul Stories</u> , entire book.	
April 8	Reading Week	
April 15	Teaching Modules Begin DUE: Writing Assign. #3	<hr/> <hr/> <hr/> <hr/>
April 22	Teaching Modules	<hr/> <hr/> <hr/> <hr/>
April 29	Teaching Modules	<hr/> <hr/> <hr/> <hr/>
May 6	Teaching Modules	<hr/>

May 13

Teaching Modules

May 19

Finals Week If time is needed to complete teaching modules, class will meet during exam time.
